



**NCFE CACHE Level 3 Applied General Award
for Early Years, Childcare and Education
(603/2987/7)**

**NCFE CACHE Level 3 Applied General Certificate
for Early Years Childcare and Education
(603/2988/9)**

March 2022

Assessment code: AGAEYCE

Paper number: P001479

Mark Scheme

v1.0 Pre-standardisation

This mark scheme has been written by the Assessment Writer and refined, alongside the relevant questions, by a panel of subject experts through the external assessment writing process and at standardisation meetings.

The purpose of this mark scheme is to give you:

- examples and criteria of the types of response expected from a learner
- information on how individual marks are to be awarded
- the allocated assessment objective(s) and total mark for each question.

Marking guidelines

General guidelines

You must apply the following marking guidelines to all marking undertaken throughout the marking period. This is to ensure fairness to all learners, who must receive the same treatment. You must mark the first learner in exactly the same way as you mark the last.

- The mark scheme must be referred to throughout the marking period and applied consistently. Do not change your approach to marking once you have been standardised.
- Reward learners positively giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the learner's response has no creditworthy material.
- Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- The marks awarded for each response should be clearly and legibly recorded in the grid on the front of the question paper.
- If you are in any doubt about the application of the mark scheme, you must consult with your Team Leader or the Chief Examiner.

Guidelines for using extended response marking grids

Extended response marking grids have been designed to award a learner's response holistically and should follow a best-fit approach. The grids are broken down into levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

When determining a level, you should use a bottom up approach. If the response meets all the descriptors in the lowest level, you should move to the next one, and so on, until the response matches the level descriptor. Remember to look at the overall quality of the response and reward learners positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage, and use the available marks within the level to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. Standardisation materials, marked by the Chief Examiner, will help you with determining a mark. You will be able to use exemplar learner responses to compare to live responses, to decide if it is the same, better or worse.

You are reminded that the indicative content provided under the marking grid is there as a guide, and therefore you must credit any other suitable responses a learner may produce. It is not a requirement either, that learners must cover all of the indicative content to be awarded full marks.

Assessment objectives

This unit requires learners to:

A01	Recall knowledge and show understanding.
A02	Apply knowledge and understanding.
A03	Analyse to demonstrate knowledge of concepts and theories.

Qu	Mark scheme	Total marks								
1	<p>Emily is pregnant with her third child. There are many stages of development from conception to birth.</p> <p>Complete the table to define the following stages of development from conception to birth. Use A, B, C and D.</p> <p>Award one mark for each accurate definition, up to a maximum of four marks.</p> <table border="1" data-bbox="300 645 1203 1106"> <tbody> <tr> <td data-bbox="300 645 603 757">Embryo</td> <td data-bbox="603 645 1203 757">C. Unborn baby from the 2nd to 8th week after fertilisation (1).</td> </tr> <tr> <td data-bbox="300 757 603 869">Fertilisation</td> <td data-bbox="603 757 1203 869">B. The joining of a woman’s egg with a man’s sperm (1).</td> </tr> <tr> <td data-bbox="300 869 603 981">Foetus</td> <td data-bbox="603 869 1203 981">D. Unborn baby from the 8th week after fertilisation (1).</td> </tr> <tr> <td data-bbox="300 981 603 1106">Ovulation</td> <td data-bbox="603 981 1203 1106">A. The release of an egg from one of the ovaries (1).</td> </tr> </tbody> </table>	Embryo	C. Unborn baby from the 2 nd to 8 th week after fertilisation (1).	Fertilisation	B. The joining of a woman’s egg with a man’s sperm (1).	Foetus	D. Unborn baby from the 8 th week after fertilisation (1).	Ovulation	A. The release of an egg from one of the ovaries (1).	<p>4</p> <p>AO1=4</p>
Embryo	C. Unborn baby from the 2 nd to 8 th week after fertilisation (1).									
Fertilisation	B. The joining of a woman’s egg with a man’s sperm (1).									
Foetus	D. Unborn baby from the 8 th week after fertilisation (1).									
Ovulation	A. The release of an egg from one of the ovaries (1).									
2	<p>Emily has been given advice about healthy lifestyle choices during pregnancy.</p> <p>Identify two (2) lifestyle choices during pregnancy and explain how each lifestyle choice could affect the brain development of the unborn child.</p> <p>Award one mark for the identification of a lifestyle choice and one mark for the explanation of how the lifestyle choice could affect the brain development of the unborn child (2x2).</p> <p>For example:</p> <ul style="list-style-type: none"> • taking a daily dose of folic acid (1) during the first three months of pregnancy will ensure that the brain and neural tube develop effectively which will aid future cognitive function and mental health (1) • eating insufficient nutrients (1) will impact on the growth of the developing brain, as a smaller brain will not function as well as one of a healthy size, this has a link with poor future cognitive function (1) • eating iron-rich food (1) will help increase oxygen to the unborn child’s brain which aids brain growth and development of a positive level of intelligence for the future (1) 	<p>4</p> <p>AO1=2</p> <p>AO3=2</p>								

	<ul style="list-style-type: none"> • stop/cut down smoking cigarettes (1) as smoking can impair formulation and wiring of the brain cells which leads to the unborn child’s brain not developing effectively resulting in developmental delay (1) • avoiding alcohol (1) because when alcohol crosses the placenta this can cause lifelong problems for the baby including delayed atypical development and behavioural difficulties (1) • avoiding highly stressful situations (1) reduces the risk of increased cortisol levels which can interfere with foetal brain development (1) • not practising good hygiene (1) can cause the mother to catch an infection which interrupts the healthy development of the brain, resulting in damage to future brain function (1) • avoiding recreation or prescribed drugs (1) because taking drugs can cause bleeding in the unborn child’s brain resulting in diminished cognitive function and future behavioural difficulties (1) • not following food safety recommendations (1) could cause infections of the brain or blood, this can result in lifelong brain processing problems or death of the baby (1). <p>Accept other suitable responses.</p>	
<p>3</p>	<p>Emily’s new-born baby will be examined at birth.</p> <p>List three (3) reflexes observed in a new-born baby.</p> <p>Award one mark for each reflex observed in a new-born baby, up to a maximum of 3 marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • breathing • Babinski/toe-curling (1) • grasping (1) • tonic neck (1) • sucking (1) • startle/moro (1) • rooting (1) • walking/placing (1). <p>Accept other suitable responses.</p>	<p>3</p> <p>AO1=3</p>

4	Discuss how postnatal experiences could affect the development of early attachment.	6 AO2=3 AO3=3															
	<table border="1"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: left;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">5–6</td> <td> <p>A wide range of relevant knowledge and understanding of how postnatal experiences could affect the development of early attachment is shown which is accurate and detailed.</p> <p>Application of knowledge is appropriate and accurate and shows clear understanding.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made.</p> </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3–4</td> <td> <p>A range of relevant knowledge and understanding of how postnatal experiences could affect the development of early attachment is shown but may be lacking in sufficient detail, with a few errors.</p> <p>Application of knowledge is mostly appropriate, showing some clear understanding. There may be a few errors.</p> <p>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate.</p> </td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–2</td> <td> <p>A limited range of relevant knowledge and understanding of how postnatal experiences could affect the development of early attachment is shown but is often fragmented.</p> <p>Application of knowledge is limited and may show a lack of understanding. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate.</p> </td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td>No relevant material.</td> </tr> </tbody> </table>	Level	Marks	Description	3	5–6	<p>A wide range of relevant knowledge and understanding of how postnatal experiences could affect the development of early attachment is shown which is accurate and detailed.</p> <p>Application of knowledge is appropriate and accurate and shows clear understanding.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made.</p>	2	3–4	<p>A range of relevant knowledge and understanding of how postnatal experiences could affect the development of early attachment is shown but may be lacking in sufficient detail, with a few errors.</p> <p>Application of knowledge is mostly appropriate, showing some clear understanding. There may be a few errors.</p> <p>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate.</p>	1	1–2	<p>A limited range of relevant knowledge and understanding of how postnatal experiences could affect the development of early attachment is shown but is often fragmented.</p> <p>Application of knowledge is limited and may show a lack of understanding. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate.</p>		0	No relevant material.	
Level	Marks	Description															
3	5–6	<p>A wide range of relevant knowledge and understanding of how postnatal experiences could affect the development of early attachment is shown which is accurate and detailed.</p> <p>Application of knowledge is appropriate and accurate and shows clear understanding.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made.</p>															
2	3–4	<p>A range of relevant knowledge and understanding of how postnatal experiences could affect the development of early attachment is shown but may be lacking in sufficient detail, with a few errors.</p> <p>Application of knowledge is mostly appropriate, showing some clear understanding. There may be a few errors.</p> <p>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate.</p>															
1	1–2	<p>A limited range of relevant knowledge and understanding of how postnatal experiences could affect the development of early attachment is shown but is often fragmented.</p> <p>Application of knowledge is limited and may show a lack of understanding. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate.</p>															
	0	No relevant material.															

	<p>Indicative content</p> <p>Discussion regarding how postnatal experiences could affect the development of early attachment may include:</p> <ul style="list-style-type: none">• being supported to breastfeed increases physical contact between the mother and baby which will help develop a positive physical connection leading to early attachment• mental illness such as postnatal depression can have a significant impact on early attachment, the mother may have low mood and not be motivated or able to carry out physical care tasks which may affect the developing bond with the baby• having the opportunity for skin-to-skin time will increase closeness between the parent and baby, helping to foster a bond and developing early attachment• a difficult birth with medical complications requiring investigations, interventions and admission to hospital during pregnancy could impact on the mother’s ability to form a positive bond with her baby following birth• a parent may be physically separated from their baby following birth, admission to the neonatal unit or special care unit could delay the opportunity to develop early attachment• the baby may not have been planned and the parent may not be ready for the baby which could affect their emotional well-being and subsequent bond with the baby• the parent may have lots of time free from distractions and stress to spend with the new baby, this will help parents to focus on the baby, giving an opportunity to develop a close relationship• the baby may be born with abnormalities or physical problems which may impact parental mental health resulting in them not forming a positive bond with the baby• the parent who has social or practical support during the early weeks of the baby’s arrival may be able to spend quality time with the baby and attachments will develop as they get to know each other. <p>Accept other suitable responses.</p>	
--	---	--

<p>5(a)</p>	<p>Emily and Tanveer are arranging childcare provision for Jack aged 2 years.</p> <p>Identify two (2) childcare services that Jack could attend.</p> <p>Award one mark for the identification of appropriate childcare services, up to a maximum of two marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • day nursery (1) • childminder (1) • private nursery school (1) • crèche (1) • pre-school playgroup (1). <p>Accept other suitable responses.</p>	<p>2</p> <p>AO1=2</p>
<p>5(b)</p>	<p>Choose one (1) childcare service identified in Question 5(a).</p> <p>Describe three (3) ways that this service meets the family’s childcare needs.</p> <p>Award one mark for each description given, up to a maximum of three marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • childminder - sessions offered can be flexible, putting less pressure on Emily leaving the house with a new baby (1) provides Jack with a home style environment which is familiar to him and would support his transition (1) can be accessed all year round giving continued support to Emily (1) • day nursery - open all year round which will mean that Emily will have continuing support throughout the year (1) Jack would be cared for as part of a group where he has the chance to socialise with children of a similar age (1) funding may be available to help support childcare costs (1) • crèche - sessions are flexible and can be used when needed which avoids payment if unable to attend (1) Jack would experience being independent during care routines which would support his development (1) if needed Chloe or the baby could attend as commitment to this service is flexible (1). <p>Accept other suitable responses.</p>	<p>3</p> <p>AO2=3</p>

<p>5(c)</p>	<p>Emily plans to attend a local community group with the children.</p> <p>Identify two (2) community groups Emily could attend with the children and describe the purpose of each community group.</p> <p>Award one mark for the identification of a community group and one mark for an accurate description of the purpose of each community group (2x2).</p> <p>For example:</p> <ul style="list-style-type: none"> • drop-in play session at the health centre (1) parents can chat together and get advice on parenting topics while children play and socialise (1) • library story time (1) parents and children can listen to a story read to a group of children, this can develop a love of books and children can meet new friends (1) • messy play sessions (1) craft or sensory activities are available for children and parents to explore and enjoy learning new skills together (1) • music and singing group (1) children can take part in singing and learning nursery rhymes and action songs developing confidence and enjoyment (1) • parent and toddler group (1) children play and have a healthy snack alongside their parents socialising and talking to other parents (1) • pre-school swimming sessions (1) led by a leader, children and parents explore the water and take part in exercise and have fun (1) • toy library play session (1) children can play with toys from the toy library and then borrow toys to take home supporting holistic development (1). <p>Accept other suitable responses.</p>	<p>4</p> <p>AO1=2</p> <p>AO2=2</p>
<p>5(d)</p>	<p>Describe two (2) differences between private and voluntary childcare services.</p> <p>Award one mark for each difference between private and voluntary childcare services, up to a maximum of two marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • private service offers full and part-time hours whereas voluntary service may be term-time only (1) • private service is open early in the morning and late into the evening; however, a voluntary service is often only open a few hours each week (1) • private services are set up as a profit-making business whereas voluntary service is non-profit-making and all funds go back into the service (1) 	<p>2</p> <p>AO2=2</p>

	<ul style="list-style-type: none"> • private services are owned by an individual or group; however, a voluntary service is managed by a charity or committee (1) • voluntary services may have temporary premises comprising a hall or room used at different times by other services, on the other hand, a private service often operates in its own premises converted for its use or purpose-built (1) • voluntary services are often subsidised and charge a lower fee; however, a private service may charge a higher amount to use the service (1). <p>Accept other suitable responses.</p>	
--	--	--

6	<p>Discuss why it is important for Chloe’s key person to provide opportunities for the children to exercise.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Level</th> <th style="width: 10%;">Marks</th> <th style="width: 80%;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">5–6</td> <td> <p>A wide range of relevant knowledge and understanding of why it is important for Chloe’s key person to provide opportunities for the children to exercise is shown which is accurate and detailed.</p> <p>Application of knowledge is appropriate and accurate and shows clear understanding.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made.</p> </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3–4</td> <td> <p>A range of relevant knowledge and understanding of why it is important for Chloe’s key person to provide opportunities for the children to exercise is shown but may be lacking in sufficient detail, with a few errors.</p> <p>Application of knowledge is mostly appropriate, showing some clear understanding. There may be a few errors.</p> <p>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate.</p> </td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–2</td> <td> <p>A limited range of relevant knowledge and understanding of why it is important for Chloe’s key person to provide opportunities for the children to exercise is shown but is often fragmented.</p> </td> </tr> </tbody> </table>	Level	Marks	Description	3	5–6	<p>A wide range of relevant knowledge and understanding of why it is important for Chloe’s key person to provide opportunities for the children to exercise is shown which is accurate and detailed.</p> <p>Application of knowledge is appropriate and accurate and shows clear understanding.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made.</p>	2	3–4	<p>A range of relevant knowledge and understanding of why it is important for Chloe’s key person to provide opportunities for the children to exercise is shown but may be lacking in sufficient detail, with a few errors.</p> <p>Application of knowledge is mostly appropriate, showing some clear understanding. There may be a few errors.</p> <p>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate.</p>	1	1–2	<p>A limited range of relevant knowledge and understanding of why it is important for Chloe’s key person to provide opportunities for the children to exercise is shown but is often fragmented.</p>	<p>6</p> <p>AO1=2</p> <p>AO2=2</p> <p>AO3=2</p>
Level	Marks	Description												
3	5–6	<p>A wide range of relevant knowledge and understanding of why it is important for Chloe’s key person to provide opportunities for the children to exercise is shown which is accurate and detailed.</p> <p>Application of knowledge is appropriate and accurate and shows clear understanding.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made.</p>												
2	3–4	<p>A range of relevant knowledge and understanding of why it is important for Chloe’s key person to provide opportunities for the children to exercise is shown but may be lacking in sufficient detail, with a few errors.</p> <p>Application of knowledge is mostly appropriate, showing some clear understanding. There may be a few errors.</p> <p>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate.</p>												
1	1–2	<p>A limited range of relevant knowledge and understanding of why it is important for Chloe’s key person to provide opportunities for the children to exercise is shown but is often fragmented.</p>												

		<p>Application of knowledge is limited and may show a lack of understanding. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate.</p>
	0	No relevant material.
<p>Indicative content</p>		
<p>Discussion regarding why it is important for Chloe’s key person to provide opportunities for the children to exercise may include:</p>		
<ul style="list-style-type: none"> • taking part in exercise will help the children achieve and maintain a healthy weight. Childhood obesity is becoming a significant problem and regular exercise combined with a healthy diet can help reduce the likelihood of the children becoming obese • providing opportunities for the children to exercise improves their cardiovascular health. The heart is an important muscle that strengthens during exercise. Heart health is important to reduce risk factors of cardiovascular disease, such as high blood pressure, type 2 diabetes and obesity in adulthood • offering exercise to the children will help them improve balance, flexibility and coordination, increasing muscle strength and flexibility which contributes to better overall health and physical fitness • giving the children the opportunity to exercise can help relieve stress and promote relaxation as exercise stimulates blood flow and oxygenation to our brains. In addition, endorphins are released which help to reduce stress and improve mood • when the children exercise with other children their social skills will develop and their ability to use skills such as cooperation and communication will be practised • providing exercise will help the children to develop self-esteem and confidence from the achievement they gain during a team game or physical activity. 		
<p>Accept other suitable responses.</p>		

7(a)	<p>Chloe’s key person observes the children’s development.</p> <p>(i) Name one (1) social milestone that Chloe would be expected to have reached by 3 years of age.</p> <p>(ii) Name one (1) physical milestone that Chloe would be expected to have reached by 3 years of age.</p> <p>Award one mark for the social milestone, and one mark for the physical milestone, up to a maximum of two marks.</p> <p>For example:</p> <p>Social milestones</p> <ul style="list-style-type: none"> • is willing to share toys (1) • beginning to take turns during play (1) • makes friends (1) • enjoys being with others (1) • can think about things from someone else’s point of view (1) <p>Physical milestones</p> <ul style="list-style-type: none"> • can jump from a low step (1) • can ride a tricycle using pedals (1) • can kick a ball (1) • can build towers of 9 cubes (1) • can thread large beads onto lace (1) • can cut paper with scissors (1). <p>Accept other suitable responses.</p>	<p>2</p> <p>AO1=2</p>
-------------	---	-------------------------------------

7(b)	<p>Using examples, describe two (2) ways that Chloe’s key person can support the children’s physical development.</p> <p>Award one mark for each way that Chloe’s key person can support the children’s physical development.</p> <p>For example:</p> <ul style="list-style-type: none"> • throughout the day Chloe’s key person can provide outdoor play opportunities with different equipment for the children to climb and balance (1) • Chloe’s key person can provide a variety of art and craft activities, crayons, paper and glue for the children to draw and paint (1) • during the day Chloe’s key person can make available activities that promote physical exercise such as dancing to music (1) • Chloe’s key person can prepare healthy snacks, such as fruit, that can be offered during the day (1) • construction toys that encourage building or creating can be set out by Chloe’s key person for the children to access (1) 	<p>2</p> <p>AO2=2</p>
-------------	--	-------------------------------------

	<ul style="list-style-type: none"> • games involving balls that encourage throwing and catching can be arranged by Chloe’s key person during outdoor play (1) • Chloe’s key person can offer opportunities for fresh air by providing access to outdoor play (1) • P.E with equipment, such as hoops or mats, to encourage stretching and movement can be planned (1). <p>Accept other suitable responses.</p>	
--	---	--

8	<p>The key person will support Chloe’s confidence.</p> <p>Identify two (2) activities to develop Chloe’s self-confidence and describe how each activity could be used to develop Chloe’s self-confidence.</p> <p>Award one mark for the activity and one mark for a description of how the activity could be used to develop Chloe’s self-confidence (2x2).</p> <p>For example:</p> <ul style="list-style-type: none"> • box modelling (1) the childcare practitioner can provide praise, giving approval to Chloe when she creates a model with the materials provided which will make her feel good about her efforts (1) • obstacle course (1) the activity could have different levels of challenge, when Chloe achieves this will help her to develop faith in herself that she can achieve, aiding development of self-confidence (1) • cooking activity (1) by learning a new skill, such as whisking, Chloe will receive positive feedback which will make her feel proud, boosting her confidence (1) • jigsaws (1) the key person should encourage Chloe to fit pieces of the jigsaw together independently rather than doing it for Chloe, this will lift her self-confidence when she achieves (1) • role-play (1) the key person can praise achievements during play such as saying ‘that’s a good idea’ when the child makes a suggestion of what to play in the role-play area, this will help Chloe feel valued (1). <p>Accept other suitable responses.</p>	<p>4</p> <p>AO1=2</p> <p>AO2=2</p>
----------	---	---

9	<p>Describe three (3) ways that playing a board game supports the development of Chloe’s social skills.</p> <p>Award one mark for each description of how playing a board game supports the development of Chloe’s social skills.</p> <p>For example:</p> <ul style="list-style-type: none"> • turn-taking will be developed when Chloe is waiting for others to have their turn and when waiting to join in (1) • sharing will be supported when equipment needed for the game is given out fairly, this will help Chloe realise she can’t have all the equipment for herself (1) • co-operating with others will be supported as Chloe will gain an appreciation that games have rules which must be followed for the game to be enjoyed by all (1) • not always winning when playing will be supported as Chloe may not win and this will help her understand the reality that she can’t always win (1) • making new friends will be supported as Chloe spends time participating with unfamiliar children playing the game (1) • manners will be encouraged when playing a game, the key person will role model good manners which Chloe will then imitate in the future (1). <p>Accept other suitable responses.</p>	<p>3</p> <p>AO2=3</p>
----------	--	-------------------------------------

10	<p>Describe two (2) ways that Chloe’s key person can provide the children with opportunities to make choices. Use examples in your answer.</p> <p>Award one mark for each way that Chloe’s key person can provide the children with opportunities to make choices, up to a maximum of 2 marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • during outdoor play, Chloe’s key person can offer opportunities for the children to choose the equipment they would like to play with, for example bikes or scooters (1) • when setting out healthy snacks Chloe’s key person can provide a range of different fruit so that the children can choose the fruit they would like to eat (1) • during story time, Chloe’s key person can select a few stories that s/he could read and then ask the children to select a story they would like to be read (1) • when planning an outing, Chloe’s key person can show pictures of where the children could visit and give the children the opportunity to suggest the place they would most like to visit (1) 	<p>2</p> <p>AO2=2</p>
-----------	--	-------------------------------------

	<ul style="list-style-type: none"> • when changing the role-play area, Chloe’s key person can make suggestions and the children can discuss their choice of theme (1) • during lunch time a self-service style buffet can be set up by Chloe’s key person so that the children can self-select the type of food to eat (1) • during free flow play, Chloe’s key person can set out a range of activities for the children to take part in and the children can self-select where and with what they wish to play (1) • during creative activities, a range of materials such as glue, boxes, hole punches can be set out for the children to self-select and choose (1). <p>Accept other suitable responses.</p>	
--	--	--

11	<p>Discuss the ways that Skinner’s theory has informed childcare practice.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Level</th> <th style="width: 10%;">Marks</th> <th style="width: 80%;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">7–9</td> <td> <p>A wide range of relevant knowledge and understanding of the ways that Skinner’s theory has informed childcare practice is shown, which is accurate and detailed.</p> <p>Application of knowledge is appropriate and accurate and shows clear understanding.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made.</p> </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">4–6</td> <td> <p>A range of relevant knowledge and understanding of the ways that Skinner’s theory has informed childcare practice is shown, but may be lacking in sufficient detail, with a few errors.</p> <p>Application of knowledge is mostly appropriate, showing some clear understanding. There may be a few errors.</p> <p>Analysis to demonstrate understanding of concepts and theories is effective and mostly relevant. Some clear links are made.</p> </td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–3</td> <td> <p>A limited range of relevant knowledge and understanding of the ways that Skinner’s theory has informed childcare practice is shown, but is often fragmented.</p> </td> </tr> </tbody> </table>	Level	Marks	Description	3	7–9	<p>A wide range of relevant knowledge and understanding of the ways that Skinner’s theory has informed childcare practice is shown, which is accurate and detailed.</p> <p>Application of knowledge is appropriate and accurate and shows clear understanding.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made.</p>	2	4–6	<p>A range of relevant knowledge and understanding of the ways that Skinner’s theory has informed childcare practice is shown, but may be lacking in sufficient detail, with a few errors.</p> <p>Application of knowledge is mostly appropriate, showing some clear understanding. There may be a few errors.</p> <p>Analysis to demonstrate understanding of concepts and theories is effective and mostly relevant. Some clear links are made.</p>	1	1–3	<p>A limited range of relevant knowledge and understanding of the ways that Skinner’s theory has informed childcare practice is shown, but is often fragmented.</p>	<p>9</p> <p>AO1=3</p> <p>AO2=3</p> <p>AO3=3</p>
Level	Marks	Description												
3	7–9	<p>A wide range of relevant knowledge and understanding of the ways that Skinner’s theory has informed childcare practice is shown, which is accurate and detailed.</p> <p>Application of knowledge is appropriate and accurate and shows clear understanding.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made.</p>												
2	4–6	<p>A range of relevant knowledge and understanding of the ways that Skinner’s theory has informed childcare practice is shown, but may be lacking in sufficient detail, with a few errors.</p> <p>Application of knowledge is mostly appropriate, showing some clear understanding. There may be a few errors.</p> <p>Analysis to demonstrate understanding of concepts and theories is effective and mostly relevant. Some clear links are made.</p>												
1	1–3	<p>A limited range of relevant knowledge and understanding of the ways that Skinner’s theory has informed childcare practice is shown, but is often fragmented.</p>												

		<p>Application of knowledge is limited and may show a lack of understanding. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate.</p>	
	0	No relevant material.	
<p>Indicative content</p> <p>Discussion regarding the ways that Skinner’s theory has informed childcare practice may include:</p> <ul style="list-style-type: none"> • Skinner believed that behaviour is shaped and reinforced by others. Childcare practitioners are influenced by Skinner as they offer positive role models that reinforce positive behaviour and conflict resolution • Skinner believed that children learn by repetition which is often seen in childcare provision when children are provided with lots of opportunities to carry out the same task repeatedly and at different times to move towards learning something new • Skinner’s ideas are nurture based and focus on children being influenced to learn and develop. Childcare practitioners provide lots of learning opportunities which help children learn and gain knowledge, valuing that children need nurturing • Skinner has influenced behaviour management. He felt that breaking down tasks into small steps and rewarding children for achievement of steps helps reinforce positive behaviours, this is seen in star charts and strategies that reward positive behaviour in childcare provision. He felt that behaviours would be repeated if reinforced. • when communicating with children, practitioners reinforce sounds/words that they wish children to develop which is built around Skinner’s theory linked to language development that children learn through repetition and imitation • Skinner believed that play should be used as a reward after periods of learning rather than a means for learning, for example, this can be seen when children are provided with ‘free’ time, such as playtime, to break up their learning. <p>Accept other suitable responses.</p>			

<p>12</p>	<p>Explain three (3) reasons why the key person should maintain confidentiality when working in a childcare service.</p> <p>Award one mark for each reason given regarding why the key person should maintain confidentiality, up to three marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • information about the child could get into the wrong hands, this could put the child or family at risk of harm from someone who should not have contact and goes on to cause harm to the child (1) • trust must be developed with the child and family, if trust is broken a child or family may not share a situation that requires intervention and support may not be accessed by the child or family (1) • to ensure the key person is working in a way that keeps children and adults safe in the setting and following agreed policies and procedures (1) • to ensure that the key person is fulfilling their professional responsibility and working effectively as part of the team (1) the law requires key people to maintain confidentiality breaking confidentiality could have legal consequences for the key person and the setting, ultimately damaging the reputation of the setting (1). <p>Accept other suitable responses.</p>	<p>3</p> <p>AO3=3</p>
<p>13(a)</p>	<p>Name two (2) external professionals that work in health or community services and describe each professional’s role in supporting children’s healthy development.</p> <p>Award one mark for the external professional and one mark for the description of each professional’s role in supporting children’s healthy development (2x2).</p> <p>For example:</p> <ul style="list-style-type: none"> • Paediatric dietician (1) works with the child and parent to help improve diet-related health, such as allergies or illnesses (1) • GP (1) treats and diagnoses common medical conditions and refers children to hospital or other medical services (1) • Community Paediatrician (1) provides specialist out-of-hospital care just for children, treating medical, physical or mental health conditions (1) • Children’s physiotherapist (1) provides specialist treatment for children who have a physical condition or disability which impacts on their development or daily life (1) 	<p>4</p> <p>AO1=2</p> <p>AO2=2</p>

	<ul style="list-style-type: none"> • School nurse (1) usually linked to a group of schools provides screening tests for children, health promotion activities and advice to parents of school-age children (1) • Social worker (1) aims to support children and families with social issues and protect children from harm (1) • Speech and language therapist (1) provides support sessions for children who have difficulties with speech or communication (1). <p>Accept other suitable responses.</p>	
--	--	--

<p>13(b)</p>	<p>The key person has a responsibility to work in partnership with external professionals.</p> <p>Identify and describe two (2) skills or qualities the key person must have to work effectively with external professionals.</p> <p>Award one mark for each skill or quality identified and one mark for the description. (2x2).</p> <p>For example:</p> <ul style="list-style-type: none"> • empathetic listener (1) which means showing you are paying attention to another person’s ideas, feelings or views (1) • effective communication (1) which means using appropriate verbal or non-verbal communication when communicating verbally or in writing (1) • time-keeping (1) which means being punctual, arriving at the correct time (1) • maintaining confidentiality (1) which means not passing on information to others who should not have it (1) • non-judgemental (1) which means not expressing an opinion because of own beliefs (1) • being reliable (1) which means regularly and consistently completing tasks (1). <p>Accept other suitable responses.</p>	<p>4</p> <p>AO1=2</p> <p>AO2=2</p>
---------------------	--	---

<p>14(a)</p>	<p>Define ‘Continuing Professional Development’ (CPD).</p> <p>Award one mark for a definition of Continuing Professional Development.</p> <p>For example:</p> <ul style="list-style-type: none"> • Continuing Professional Development (CPD) is the ongoing process of developing and maintaining professional skills. <p>Accept other suitable responses.</p>	<p>1</p> <p>AO1=1</p>
---------------------	--	-------------------------------------

14(b)	Discuss why childcare practitioners use reflective practice.		12
	Level	Marks	Description
	3	9–12	<p>Application of knowledge of why childcare practitioners use reflective practice is appropriate and accurate and shows clear understanding and relevance to the context.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made and conclusions drawn are fully supported by judgements.</p>
	2	5–8	<p>Application of knowledge of why childcare practitioners use reflective practice is mostly appropriate, showing some clear understanding. There may be a few errors and a lack of clarity.</p> <p>Analysis to demonstrate understanding of concepts and theories is effective and mostly relevant. Some clear links are made and there are attempts to draw conclusions, which are supported by judgements, but it is likely that some will be irrelevant.</p>
	1	1–4	<p>Application of knowledge of why childcare practitioners use reflective practice is limited and may show a lack of understanding. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate and attempts to draw conclusions are seldom successful and likely to be irrelevant.</p>
	0	No relevant material.	
Indicative content			
<p>Discussion of why childcare practitioners use reflective practice may include:</p> <ul style="list-style-type: none"> • identifies weaknesses or areas for improvement that the childcare practitioner needs to develop • strengths and achievements of the childcare practitioner’s practice can be realised • adaptations to practice or procedure carried out by the childcare practitioner can be made 			
			AO2=6 AO3=6

	<ul style="list-style-type: none"> • changes to practice can be made to enhance outcomes for children • personal development needs of the childcare practitioner can be identified • solutions to issues or concerns the childcare practitioner has can be gained • gaps in knowledge of the childcare practitioner can be assessed. <p>Accept other suitable responses.</p>	
<p>14(c)</p>	<p>Identify two (2) ways that the key person could reflect on own practice.</p> <p>Award one mark for each way that the key person could reflect on own practice, up to two marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • verbal feedback from supervisor/manager (1) • written feedback from supervisor/manager (1) • self-evaluation by the key person (1) • SWOT analysis (1) • peer observation by a team member (1) • mentoring (1) • using a reflective journal (1). <p>Accept other suitable responses.</p>	<p>2</p> <p>AO1=2</p>
<p>14(d)</p>	<p>Schon devised a theory of reflective practice.</p> <p>Referring to Schon’s theory of reflective practice, describe the meaning of:</p> <p>(i) Reflection in action</p> <p>(ii) Reflection on action</p> <p>Award one mark for each accurate description.</p> <p>For example:</p> <p>(i) reflection in action - A childcare practitioner reflects on their actions during an activity as it happens, and makes changes and amendments to practice as it occurs (1)</p> <p>(ii) reflection on action - A childcare practitioner reflects after the event, to review, analyse and evaluate the situation, which will improve the childcare practitioner’s future practice (1).</p> <p>Accept other suitable responses.</p>	<p>2</p> <p>AO2=2</p>

Assessment Objective Grid

Question	AO1	AO2	AO3	Total
1	4			4
2	2		2	4
3	3			3
4		3	3	6
5a	2			2
5b		3		3
5c	2	2		4
5d		2		2
6	2	2	2	6
7a	2			2
7b		2		2
8	2	2		4
9		3		3
10		2		2
11	3	3	3	9
12			3	3
13a	2	2		4
13b	2	2		4
14a	1			1
14b		6	6	12
14c	2			2
14d		2		2
Total	29	36	19	84